



SAMPLE MATERIAL

Using a Phonological Awareness Developmental Continuum

Portales a Aprender Leer Project, Nebraska

Topic: Preschool Language and Literacy

Practice: Teach Phonological Awareness

Portales teachers use their framework to sequence instruction from introducing children to the concept of being attentive to sounds and then systematically moving on to the phonemic awareness task of manipulating sounds through deletion, identification, blending, and segmentation. The numbers 1-25 across the top of the chart refer to lessons; the sound recognition, phonological, phonemic, and other language skills listed down the left side of the chart are the instructional activities that correspond with each lesson. The “X” indicates the activity to be taught with each corresponding lesson, and that particular skill instruction proceeds across to the next X, which indicates the last lesson in which the skill will be presented. Look closely at the sequence and think about how you might use this approach to guide your lesson planning and individualize instruction.

Scope and Sequence

INSTRUCTIONAL ACTIVITY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
PHONOLOGICAL PROCESSOR																									
<i>Identification, Manipulation, and Memory of Environmental Sounds</i>																									
Sounds in Isolation	X	>	>	>	X																				
Sound Relationships	X	>	>	>	X																				
Sounds in Sequence						X	>	>	>	X															
Sound Expectations						X	>	>	>	X															
Omit a Sound											X	>	>	X											
<i>Phonological Awareness</i>																									
Rhyme Identification	X	>	>	>	>	>	X																		
Rhyme Generation								X	>	>	>	>	>	X											
Word Segmentation										X	>	>	>	X											
Syllable Blending											X	>	>	X											
Onset-Rhyme Blending														X	>	X									
<i>Phonemic Awareness</i>																									
Phoneme Deletion															X	>	>	X							
Phoneme Identification																X	>	X	>	>	X				
<i>Phoneme Segmentation</i>																									
Initial																X	>	>	X						
Initial and Final																			X	>	>	X			
Initial, Medial, and Final																					X	>	>	X	
<i>Phoneme Change</i>																									
Initial																			X	>	X				
Final																				X	>	X			
Medial																					X	>	X		
ORTHOGRAPHIC PROCESSOR																									
Letter Names	X	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>
Letter Name Practice					X	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>
Letter Name Cumulative Review											X										X	X			
Serial Processing/Rapid Naming	X	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>
MEANING AND CONTEXT PROCESSORS																									
Sentence Recognition	X	>	>	>	>	X																			
Sentence Generation						X	>	>	>	X															
Nursery Rhymes	X	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	X